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ABSTRACT

A report by the president of Northeast Missouri State University (NMSU) is presented. After discussing academic standards, five challenges that face higher education are considered: adjusting institutional goals to meet social change, renewing the emphasis on quality, helping students fulfill their potential, expanding the financial support for higher education, and changing the public's perception of education. NMSU replaced the undergraduate teaching degree with a 5-year Masters in Education program to provide a full liberal arts curriculum. The university's mission emphasizes general thinking skills and preparation for graduate or professional schools. NMSU has a value-added assessment program whereby students are tested as incoming students, sophomores, and seniors. This public liberal arts and sciences university provides students strong experience in language, history, fine arts, mathematics, communication, and sciences. Many disciplines are starting mentor relationships between students and faculty members. Emphasis is placed on student learning outside the classroom through guest lectures, the fine arts, travel, and other activities. (SW)

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PRESIDENT'S REPORT

Charles J. McClain

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NORTHEAST MISSOURI STATE UNIVERSITY

Introduction

Complex, important challenges await American higher education. The days ahead will be difficult, but educators must resist the temptation to discount criticism. Yes, we still have a strong basic educational system. Yes, our dedication to improvement, innovation and teaching is intact. Yes, our institutions of higher learning employ and attract thinkers equal to the great minds of the past. No, we are not perfect.

Complacency ruins us. Defensiveness and retrenchment have eroded our international standing. We tell our students that learning is a lifelong process, and we must believe that. If American higher education is to meet the challenges of social change, of academic quality, of student access and learning, of financial uncertainty and of public skepticism, we must be self-critical. We must affirm our resolve to improve. *Higher education, and Northeast Missouri State University, should not look at excellence in education as the pinnacle of our aspirations. Greatness is not just our goal, it is our legacy. The future of education depends on it; the future of this University depends on it.*

Standard of American Education

On January 1, 1986, one of the finest regional state universities in the United States ceased to exist. Its dissolution resulted not from educational failure, financial adversity or lack of public support. This University, with a 120-year tradition of outstanding regional service, actually welcomed the end, embraced it as a sign of its success. On January 1, 1986, Northeast Missouri State University officially became a new university—Missouri's public liberal arts and sciences institution.

The designation of NMSU as a statewide institution may appear to be a culmination of success. Recent years have seen a growing national recognition for Northeast Missouri State as an educational trend-setter. It would be satisfying and it would be all too easy for the University community to view its new mission as an affirmation that the institution had reached the plateau of excellence to which it had aspired. It would also be naive.

Social forces at work in America have brought fundamental changes to higher education. Those changes will most likely escalate. For the University to fulfill the dreams of its new mission, the faculty, staff and students at Northeast Missouri State must anticipate and deal with the challenges of the future. The new mission mandates an exhaustive self-examination and across-the-board reworking of NMSU's curriculum. It also provides us a unique advantage in meeting the challenges faced by all of higher education.

Education in the United States is a paradox. Our institutions of higher learning have an international reputation for excellence, attracting scholars and students from all nations to our halls of learning. "Educated in America" is a stamp of international approval that denotes efficiency, depth of thought, innovation, curiosity, quality. Yet, American education in general and higher education in particular are under fire. A growing public perception, supported in part by recent studies, holds that our system of higher learning may be resting on its reputation rather than building on it.

Probably the most publicized call for educational reform in recent years was the 1983 report by the National Commission on Excellence in Education titled "A Nation at Risk: The Imperative for Educational Reform." The report pointed out that United States preeminence in production and innovation is being steadily eroded by competitors around the world. The

"Certainly, at Northeast Missouri State value-added testing seems to be working. . . . The academic quality of incoming freshmen is improving. Bright, young faculty are attracted by the emphasis on teaching instead of research. McClain's school has found a happy niche. It's been officially designated as a liberal arts college . . ."

—Hank J. Waters III, COLUMBIA DAILY TRIBUNE (March 1, 1987)

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commission members laid the burden of that erosion at the doorstep of America's schools and colleges. The report cited several indicators of educational decline. *Standardized test scores slipped steadily in the 1970s before leveling off early in this decade.* Widespread functional illiteracy persists in a society that claims public education for all its citizens. Colleges have been forced to increase remedial instruction to ensure minimum competencies in basic subjects like mathematics, science and English. Academic achievement tests of college graduates also indicate declines.

That report came as no surprise to most educators. Such declines had been noticed and discussed by faculties at colleges across the nation. In fact, some of the research that formed the basis for "A Nation at Risk" came from earlier studies conducted by concerned college and university educators. The cries for educational reform were already being made, but the 1983 report helped more people to hear them. Many people believe the 1980s will be remembered as the decade that America took a hard look at education.

The drive for educational evaluation is now championed by state political leaders, business groups, local officials, higher education leaders, citizens and parents. Some of their findings and recommendations show severe problems and demand sweeping reforms.

Two studies published independently in late 1985 reported low morale and widespread unhappiness among university faculty. **The Chronicle of Higher Education** reported that four out of every ten faculty members were unhappy with their career choice and would definitely not make the same choice again. At about the same time, **Change** magazine reported that faculty morale at a quarter of all campuses was "very poor." Solutions include restored prestige, higher pay, public support and the recruitment of a larger percentage of top college graduates as tomorrow's educators.

In May 1986, the Carnegie Task Force on Teaching as a Profession noted a breakdown in teaching the basics. Pointing to critical changes in the global economy and America's fundamental social structure, the task force recommended radical changes in American education. The report claimed these reforms would not repair a system in decline; they would rebuild it. A few months later the National Governors' Association announced results of that organization's research into American education, citing as priorities the need for student assessment, higher pay scales and a national board to certify teachers.

These sometimes frantic calls for action are grounded in the belief that our educational institutions have been great and can be so again. What educator would claim our current institutions produce no outstanding graduates? The concern is that we are not doing enough to fulfill the potential of all students.

Fundamental aspects of an American college education include faculty autonomy, competition for funding and for students,

"In the wake of the publication of 'A Nation at Risk,' there has been an increasing recognition that meaningful assessment of the effectiveness of any educational institution or activity must be based on the performance and achievement of students. The value-added approach to assessment used by Northeast Missouri State University provides such a base."

—ACTIVITY, American College Testing's national publication (Winter, 1985)

relative absence of governmental interference, emphasis on research and service to the various campus constituencies. They do work. But perhaps some of these aspects have overshadowed the primary purpose of any college or university—quality of student learning.

In the rush of surging enrollments and the desire to provide an education for all, perhaps American higher education lost sight of that primary goal. Several studies have documented the erosion of liberal arts and sciences curriculums at most colleges and universities. Electives flourished in our undergraduate programs, often at the expense of basic writing and computation skills. Enrollment-driven funding formulas emphasized numbers at the expense of individualized attention and development. Incoming students began to view a college education in terms of training to get a good first job. In their zeal to comply with student goals, many institutions neglected to assure breadth of knowledge, problem-solving ability, communication skills, and instruction in moral and ethical fundamentals. Quality was seldom tested; it was implied.

Since the 1970s, Northeast Missouri State has administered a series of student tests and questionnaires in an attempt to assess its pursuit of quality. We believe Northeast has consistently offered a good education. Unlike most institutions, we have statis-

tical data to back up our claims of quality. But we can be better, and greatness must be our ultimate aspiration.

The crisis in American education is not insurmountable. Institutions of higher learning across the country are taking steps to make themselves better. NMSU is in a better position than most to improve. The new mission mandates change. The people of Missouri expect us to be new and improved.

To that end, extensive evaluation, reflection and speculation are already under way. The new Northeast is taking shape in faculty reports, division recommendations and committee decisions. Projections for the next five years by faculty and staff members exhibit lofty goals. To achieve those goals, however, higher education must effectively deal with five primary challenges. Those challenges are:

1) to adjust institutional goals to meet the needs of a changing society;
2) to renew the emphasis on quality;
3) to help students fulfill their potential;
4) to expand the financial support for higher education;
5) to change the public's perception of education.

The rest of this report will examine these five challenges as they relate to NMSU.

"In an era of increasing competition among universities, survival and success in higher education will be inexorably linked to the ability of a university to carve a specific mission and to pursue that mission with confidence, while achieving excellence. Northeast Missouri State University is doing this, and is doing it well."

—Missouri Gov. John Ashcroft, chairman of the National Governors' Association Task Force on College Quality

Unlike the Biblical prophets who were guided by divine intervention, we can only speculate about the future knowing our best guesses may prove misguided. Certainly, George Orwell's predictions for 1984 proved overly gloomy and oppressive. But perhaps those very predictions played a role in preventing the wholesale elimination of personal freedoms that he feared. *Maybe by anticipating the direction that society will move in the next decade, we can make decisions now that will positively impact our own future and that of higher education.* When we peer into our figurative crystal ball to see the future of American education, perhaps we should look most closely at the reflection of ourselves.

For example, one of the goals of American education—access for all citizens—has served in a peculiar way to undercut the traditional prestige associated with teachers. Not too long ago, teachers were among the best-educated citizens of any community. Today, however, a bachelor's degree is a minimum requirement for countless jobs in business, industry and the service fields. At least in terms of number of years of education, teachers may well be less educated than many of their peers in the community.

This fact of modern education is one underlying factor that led NMSU to eliminate its undergraduate teaching degree and replace it with a five-year Masters in Education program. Eliminating the B.S.Ed. degree, one of the cornerstones of the University's history, was a difficult decision. But the final decision to revamp our education program rested on the faculty's desire to assure that our tradition of outstanding teacher education is not eroded by social changes or by the demands of our new mission. As a liberal arts and sciences institution, Northeast is now committed to providing undergraduates with a broad-based education. Fitting a full liberal arts curriculum and essential education courses into four years is simply impossible.

Furthermore, the facts clearly show a decline in B.S.Ed. enrollments over the past 20 years at NMSU and at almost all colleges and universities. Although NMSU retained its liberal arts base, some teacher-education institutions did not—leading to a pool of potential teachers that included many who lacked the overall knowledge society expects of its educators. The five-year master's program attempts to remedy this situation and

In 1983, the American Association of State Colleges and Universities presented Northeast Missouri State University the prestigious G. Theodore Mitau Award for Innovation and Change in Higher Education. The award recognized Northeast's trend-setting role in assessing educational quality.

restore teachers to the position of respect they deserve. We hope it will also attract more top students to choose careers in education.

Finally, the five-year program should help to raise teacher salaries to the level currently enjoyed by graduates of other professional programs.

Another important social trend is that America continues to move away from the industrial model toward the so-called Information Age. Already, United States industry has discovered that our labor force cannot consistently compete with the cheaper labor in foreign markets. Still, American technology and knowledge remain primary exports. As this trend continues, higher education must focus less on vocational training and more on training the "idea mechanics" of the next century.

To meet the challenges of a changing society, NMSU must continue its commitment to modernization of facilities and equipment. The campuswide availability of computer terminals, renovations of the library and of Science Hall facilities, and improvements in classroom materials are examples of Northeast's staying up-to-date. As new technologies become available, it will be necessary for the University to use them effectively.

The five-year degree will produce teachers who have successfully completed a diverse, four-year undergraduate program in a major field. The fifth year will include the majority of the student's education courses and an on-the-job internship. This internship will be a paid position, a true job experience, that offers the benefits of student teaching without the second-class status imposed at some schools. Already, several years before we expect our first class of interns to be available, elementary and secondary schools around the nation are making inquiries about our interns.

In addition to on-campus innovation and change, NMSU must recognize its new role as a statewide institution and expand its service efforts. As a regional university, the old Northeast could concentrate its community service programs on a fairly limited geographical area. As a representative of the entire state, however, NMSU must now look for ways to assume national and international leadership in community service, research and educational thought. Some examples exist currently at Northeast, but one of the goals for the future is to expand faculty and staff involvement in nationwide projects and discussions.

Any activity that keeps NMSU abreast of world trends is important. But reacting to social change without serious planning can be just as dangerous as sitting still. We know that society will change, but we do not know how or when. Colleges and universities that decide what's really important for their students—institutions with clearly defined missions—will be able to build on the stability of that base to meet the needs of the future.

At NMSU, our commitment is to the liberal arts and sciences. Our University's mission places less emphasis on training for specific tasks and more emphasis on general thinking skills. While many of our graduates will continue to seek and attain good jobs after four years of undergraduate education, the new

"Three principles of the liberal arts and sciences are constant. The first principle, a disciplined mind, frees one from fallacious argumentation and inaccurate judgments based upon flawed reasoning, and it creates clear, concise reasoning. The second principle, a discriminating taste, involves morals, ethics, religion and aesthetics so that one can state what ought to be, and what ought not to be. The third principle, broad experience, allows one to understand the problems of other peoples, nations and cultures."

—Dr. Robert V. Schnucker, NMSU professor of history and religion

mission focuses a far greater emphasis on preparing our students for graduate or professional schools. One of the goals of a liberal arts and sciences education is to produce thinkers of depth and breadth.

Graduates of the new Northeast will understand a variety of methods by which they can obtain knowledge. They will possess an integrated world-view and be able to solve problems through logical methodology. They will be well-rounded, able to see implications of one area to another, and will possess the confidence and skills to become leaders in their chosen fields. They will recognize the benefits of a scientific approach and will be guided in their decision making by a well-reasoned value system.

To attain these lofty goals, the University will expand and improve its liberal arts offerings—formerly known as the general education program. Students in even the most professionally oriented programs, such as business and nursing, will complete 72 hours of liberal arts and sciences coursework. Each major will require a core of 49-50 course hours and 10-11 discipline-driven semester hours, all selected from traditional liberal arts areas such as history, English, mathematics, music and chemistry.

Bachelor of arts recipients will also complete a 12-hour foreign language component; bachelor of science degrees will include a similar 12-hour component in science courses. In an era of international trade and finance, instantaneous satellite transmissions, burgeoning technological innovation and increasing immigration from non-English speaking countries, the value of a foreign language or a strong science background seems obvious.

Another reality facing colleges and universities is a dwindling pool of prospective students. Funding based on enrollment proved short-sighted during the first part of this decade when high school graduating classes shrank nationwide. The influx of women, minorities and older students brought about by the social upheavals of the late '60s and early '70s seems to have leveled off. Higher education should expect a relatively stable number of freshmen for at least a decade, with ever increasing competition among institutions to enroll the best and the brightest.

For many years, NMSU has been a leader in effectively recruiting high quality students. We were one of the first universities to offer full academic scholarships. And we swam against the tide by raising our admissions criteria when many colleges were lowering standards. The result has been a steadily improving overall student body—a group more inclined toward serious study and toward earning a degree. We expect the quality of students to rise even more dramatically once the new mission is in place. In fact, the legislative act designating Northeast as the state's liberal arts and sciences institution stipulates that we will have a selective admissions policy.

These general trends in our society must be recognized and dealt with for higher education to flourish. At Northeast, some steps have already been taken and others are being planned. Yet it is important that we do not react to a change in society with short-sighted decisions.

Decisions must be based on long-term institutional goals rather than short-term benefits. Dealing with social change requires thoughtful planning, not quick fixes.

Curriculum is not knowledge, of course. Requiring more humanities coursework does not guarantee that students will graduate with a better appreciation of the arts. Assessment is required to ensure quality. Educational institutions with proof of student learning have a solid foundation to ensure future stability. And in the area of student assessment, NMSU is the recognized national leader.

Much of our national reputation is an outgrowth of our value-added assessment program. At Northeast, students are tested as incoming students, as sophomores and as seniors. Used in conjunction with a variety of opinion surveys, this testing system gives NMSU faculty members an idea of the real learning taking place in their classrooms.

Educational quality is a recurring theme of current educational reform movements. Our assessment program has quality as its primary focus. But important aspects of value added are often ignored, especially by those who oppose standardized testing as too narrow a method to judge actual learning. At NMSU, the tests are used to evaluate and revise the curriculum, not to penalize individual students. While it is certainly an advantage for a Northeast graduate to score in the top 25 percent on a nationally normed exam, the student's graduation does not depend on the test. The true value of the testing program is its ability to note ongoing curriculum deficiencies and to show educational trends at the University.

Decisions based on value-added results are left to faculty members. For example, psychology faculty members noticed that some students with very high grade point averages were performing poorly on their senior tests. Taking that cue, they evaluated their required courses and discovered that many students were able to complete their requirements with courses that did not provide enough fundamental theory and application. In essence, the students were able to find "soft tracks" through the program. When stricter prerequisites were instituted, psychology students began to do better on their senior exams. Not only did students learn more at Northeast, they also improved their Graduate Record Exam scores and thus gained better chances of gaining admission to master's programs.

Value added is also much more than a simple effort to impose pre- and post-testing to measure limited institutional objectives.

"I am pleased to be at this university, which has already garnered for itself a remarkable reputation in American education circles. I will tell you quite frankly that I am an adamant believer in the core curriculum that you have adopted here, which involves a focus . . . on the liberal arts."

—former Secretary of State Alexander Haig addressing NMSU students and faculty

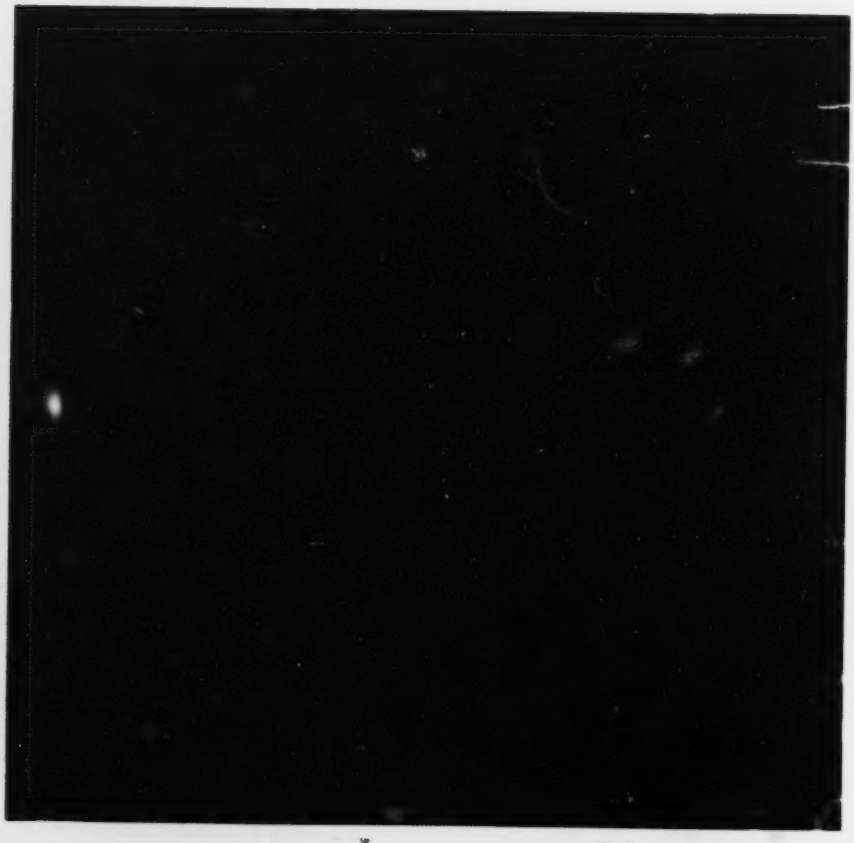
For example, half our sophomores take an examination that helps faculty advisers understand each student's strengths and weaknesses in thinking and social-interaction skills. Students who take this exam, called the COMP Test, receive scores that compare them with other students in skills such as using science and technology, communicating, using the arts, and clarifying personal values. A university education is more than classroom learning; it is also a time for maturation, value clarification and expanding a student's world-view. No test is perfect, but the value-added COMP exams provide feedback about those essential areas of student development.

The value-added concept is unique among educational institutions, but it is not an untested idea. The concept of cost effectiveness is essential to American capitalism. But that type of bottom line assessment has been lacking in higher education. Traditional measures of institutional success—faculty publication, student quality, fiscal solvency, attractive appearance—are ambiguous at best. Excellent faculty researchers may not be excellent teachers. Outstanding incoming students become outstanding graduates only when they are academically challenged. Successful fund raising or modern facilties may hide ineffectual teaching. Value added, however, cuts to the heart of the institution's purpose. It helps measure student learning.

But value added is only one element of NMSU's commitment to excellence. The hopes and dreams for the future expressed by our faculty in planning documents prepared for the mission change reflect high ideals. In 10 years, the faculty anticipates a University that will be one of the best undergraduate institutions in the nation. Its graduates will be actively recruited by numerous graduate programs. Our students will be highly valued for their knowledge in their area of study and for their skills as critical, independent thinkers. Graduates will have a strong experience in language, history, fine arts, mathematics, communication and the sciences. They will be able to integrate and serve in leadership roles that demand a breadth of intellectual skills.

The new University is planning bold new steps to achieve these goals. The intensive self-evaluation that coincides with our new mission has produced exciting new educational ideas. Three proposals that stand out are "capstone" experiences, faculty/student learning communities and revised graduate programs.

The capstone experience is an opportunity for seniors to put their knowledge to the task as well as to the test. Each academic major is devising a means to allow seniors to conclude their NMSU programs with a culminating project. Seniors will represent their divisions on examination teams. Others will work with faculty members on research and on publishing or presenting papers at regional and national meetings. Others will complete projects in their fields of study as parts of senior seminars. Some will serve as tutors, lab assistants or teaching aides. Many will take part in internships for on-the-job training.



"What is particularly appealing about the value-added program at Northeast Missouri State is that it has been implemented across the board. All participants in the academic community—faculty, students, administrators and staff—are actively encouraged to devote their individual and collective efforts to this common task. . . . Data are used not to threaten or punish, but rather to inform and enlighten as a basis for action."

—Alexander W. Astin, president of the Higher Education Research Institute at UCLA

These experiences will give the individual student an opportunity to use the competencies acquired through a liberal arts-based education to complete a significant project in an individual area of interest.

Faculty and student interaction is essential to a well-rounded education. To facilitate this process, many disciplines are instituting mentor relationships that build on the traditional academic adviser concept to provide students with personal contact with faculty members. The "communities of learning" approach pioneered by our chemistry faculty brings other students into the process by creating learning groups whereby a faculty member interacts regularly with a community of two or three underclassmen and two upperclassmen. Activities within the communities promote social interaction, research, peer study groups and the transfer of knowledge from veteran learners to newcomers. Similar approaches in other academic areas involve upperclass peer counselors to assist new students in seminar settings and with personal tutoring and counseling.

In the area of graduate study, the new University will offer fewer but higher quality master's programs. Faculty committees have carefully examined our graduate programs, and only the best have survived. A new emphasis on quality of instruction will be instituted. Many of our past master's programs existed

as a means for teachers to pursue advanced degrees on a part-time basis. The five-year Masters in Education eliminates this role. The new emphasis in NMSU's graduate programs will be on full-time master's degrees. We expect reciprocal arrangements with other universities' doctoral programs, and thus will encourage our master's candidates toward eventual attainment of doctoral degrees. In addition, more of the value-added concepts that have guided our undergraduate programs will be implemented at the master's level.

These innovations and curriculum adjustments will improve NMSU's quality. Yet, the overall quality of instruction is always a direct result of the quality of a university's faculty members. Selecting the best possible candidates is a Northeast priority. The challenge of quality requires even greater efforts, however, to attract and retain outstanding faculty members. Faculty "stars" will serve as leaders in national educational issues. Outstanding faculty members must be rewarded for their efforts with appropriate financial, time and workload incentives. Current plans include instructional workload cutbacks to encourage research, reduction of the faculty/student ratio to facilitate the mentor approach, and increases in salaries and benefits. In return, the University expects excellence in instruction, dedication and an emphasis by the faculty member on the student's needs. The final success of Northeast Missouri State University will hinge on the faculty members' ability to fulfill their own hopes and dreams for NMSU's future.

"The 'value-added' testing used to measure progress at Northeast Missouri State University or 'rising junior' examinations such as those used in Florida and Georgia have been the subjects of wide and frequent discussion recently, and officials expect that the debate ultimately will result in some form of accountability program."

—THE WASHINGTON POST
(Oct. 17, 1985)

For our nation to reassume its international leadership role, we must produce new leaders. It is vital that our institutions of higher learning strive to educate the entire person. In 1956, psychologist Abraham Maslow suggested that human beings seek to satisfy basic needs in a progressive fashion that gained fame as "Maslow's Hierarchy." When our basic needs for physical necessities, security, friendships and esteem are met, the hierarchy proposes that human beings strive for self-actualization—the fulfillment of their individual potential. Although educators teach Maslow's theory in countless classrooms, how much do we do to allow our own students to become self-actualized? Acquired knowledge has little value if individual students cannot apply it effectively. To that end, educators must increase efforts to ensure all aspects of student growth and understanding.

For example, the task-related nature of modern higher education has encouraged student passivity. It is not unusual to find a classroom full of young people all too willing to accept lecture material verbatim from the instructor—failing to question, failing to seek implications, failing to understand the material. Yet, it is difficult to fault students who have been conditioned by years of note-taking for embracing a passive-learning model. Higher education will thrive only if faculty members structure their classes to encourage introspection, initiative and participation.

At Northeast Missouri State, we discovered through our value-added program that many students spent surprisingly little time outside the classroom in intellectual pursuits. The average number of outside study hours per week was far below the suggested three hours per class meeting. Instructors have since been urged to increase course workloads. It is important, however, that these increases consist not of "busywork." Instead, we must encourage our students to read primary sources, investigate alternative solutions to problems, analyze important literature in their fields and simply think about the course material and make it meaningful for their own lives.

Students challenged to think inside the classroom are more likely to apply the techniques to the world around them. College is a place for value clarification. Faculty must encourage students to develop opinions and to act on them. We envision a student body

MONEY magazine included NMSU among its 10 public colleges offering both a quality education and exceptional value in its May 1986 issue. To identify its "public colleges with an ivy twist," the magazine polled education associations, high school guidance counselors and professors of higher education.

within five years that is even more active in social, cultural, political and civic causes. American campuses have traditionally been birthplaces of important ideas, and NMSU must do all it can to create a climate favorable to idea development. We must encourage guest lectures by prominent speakers, public forums on important issues, one-to-one discussion and serious student inquiry. We must resist the temptation to turn inward, ignoring the world outside the campus in which our graduates will be forced to function.

Increased faculty commitment to total student learning is only one aspect of fulfilling student potential. Most of the student's personal development will take place outside the classroom through art, travel, music, discussion, dance, oration, interaction with peers and religion. Various academic support services that encourage this type of development must be available and effective. Faculty and staff should encourage students to aide other students in problem-solving, counseling, socialization and spiritual development—especially in light of increasing classroom expectations and the stress those expectations will bring about.

A vital area of student development is in extracurricular activities and student organizations. They play an indispensable role in student learning, socialization and leadership development.

Student organization advisers and leaders examine their group's reasons for existence and determine whether activities are meeting their goals and objectives. Effective, productive activities can provide opportunities for growth, enhancing the educational experience.

The bottom line in assisting student self-actualization is a commitment that the student's needs come first. As educators, we must not forget that our students should be our first priority. As long as change grows out of concern for the students, our programs will remain on track toward that primary goal—fulfilling student potential.

When higher education scholars across America were polled recently to discover current trend-setters, NMSU was one of 112 nominees. From those nominees, researchers identified just 20 colleges and universities as the best of the best. The result was the inclusion of Northeast Missouri State and President Charles J. McClain in SEARCHING FOR ACADEMIC EXCELLENCE: TWENTY COLLEGES AND UNIVERSITIES ON THE MOVE AND THEIR LEADERS, published in the summer of 1986.

When Missouri's educational and political leaders approached NMSU with the idea of becoming the state's public liberal arts and sciences university, we welcomed the opportunity but tempered it with reality. We realized effective change does not come cheaply. One of the biggest challenges facing all of higher education, in fact, is to initiate meaningful reforms in a climate of shaky financial support.

The University's new mission statement stipulates that we offer a quality education at a reasonable cost. The most prestigious American universities are almost all private schools, and thus they are more expensive than many promising students can afford. NMSU, as the public liberal arts and sciences university, seeks to emulate the model of a handful of institutions around the nation that provide educational integrity at a cost that is prohibitive to no student.

To attain these goals, NMSU will require continued support by Missouri's taxpayers through legislative appropriations based on assessment programs. It requires effective budgeting and intelligent allocation of financial resources. It requires a continued commitment to a lean administrative structure in favor of funds allocated toward instructional purposes. It requires a stable student enrollment. And it requires increased financial support from alumni, corporate foundations and other outside sources.

Alumni giving to NMSU has been steadily increasing in recent years, thanks in part to several recent innovations. The annual Tel-Alumni phonathon has raised hundreds of thousands of dollars since 1980, mostly in annual alumni gifts of $10, $50 or $100. This loyal support from alumni of all ages has bolstered our scholarship offerings tremendously.

The John R. Kirk Society, formed in 1981, has encouraged other NMSU alumni and friends to donate gifts as large as $500,000. The society members meet each year at Homecoming to renew their friendships and to honor former president Kirk and perpetuate his commitment to excellence.

A more recent innovation, the NMSU Development Fund, helped us gain tax-exempt status. We hope this status will allow tax benefits for alumni in spite of federal tax reform.

Yet current financial limitations demand we do more. The University will have to make use of new investment opportunities, deferred giving programs, gift annuities, foundation programs and grants from private sources. We need to encourage more large gifts from those financially able—gifts like those received by many universities to build entire buildings in exchange for the immortality of having the new structure bear the donor's name. And greater financial support from faculty members, administrators and parents is needed. In short, we must do all we can to ensure that our dreams for the future are not dashed by financial insolvency.

"This small town in rural northeast Missouri seems an unlikely place for a major trend in higher education to start. But it attracts a steady stream of educators and political leaders, all coming to study Northeast Missouri State University's 'value-added' assessment programs, designed to measure how students are progressing in gaining specific intellectual skills."

—THE CHRONICLE OF HIGHER EDUCATION (Oct. 2, 1985)

Once educational reform is initiated, it must be communicated. The general public has become skeptical of higher education. All the average person sees of a particular institution may be its football team or its basketball arena. Higher education does far too little to make the general populace understand our essential role in American society and technological development. Despite our problems, American educators and students have a lot to be proud of—and it's time to show it.

Many educators seem uncomfortable with the notion of self-promotion. The introspection that marks many great thinkers is often at odds with the extroverted realities of our media-dominated society. Humility is a valued personal trait unless it leads to public misinterpretation and confusion. Ironically, universities that successfully prepare their students to make use of the media often exhibit poor public relations themselves.

Higher education must remember to communicate the reforms that will be initiated over the next few years to the public at large. Articles in learned journals and respected educational publications will reach our peers but few others. Educators must be conscious of the need to take our success stories to everyone.

The challenge to Northeast Missouri State is even more important. Missourians must come to realize that we are indeed a new University, one with a statewide mission. And as a representative of our state, Northeast must make its mission of quality known nationwide.

Quotations and citations that show NMSU's current status as a leader in higher education are featured throughout this report. The institution has been the subject of books, magazine articles, newspaper stories and conference workshops. University faculty and staff members have been asked to explain our programs across the nation and in foreign countries. Alumni in large cities and small towns have been astounded in recent years to see or hear a mention of NMSU in their hometown media or a national publication. And the nature of publicity is that it builds upon itself, one publication citing the information provided by a previous story.

Building on the momentum of national and international recognition, NMSU faculty and administrators must continue to travel, to lecture and to publish articles about our innovations. We should commit time and energy toward national leadership in higher education organizations. We should be conscious of ways that we can provide services to the community. We should apply our resources effectively and advertise our successes. A little pride can go a long way.

"You are being trained to be the kind of thoughtful and involved citizens our country needs. What will keep America in the forefront is what is happening on campuses like Northeast."

—former Vice Presidential candidate Geraldine Ferraro
speaking to NMSU students and faculty

This university strives to be among the preeminent institutions of higher learning in America. We feel that great strides have been taken toward that end in recent years. Northeast Missouri State University is now mentioned in references to the finest colleges and universities in the United States.

We have been featured by national publications such as MONEY magazine as one of the ten public institutions in the nation with a "twist of ivy."

To reach the lofty goals we have set for ourselves, we must demonstrate the same level of resolve as the old man in the famous Chinese fable who, like the rest of the people in his small village, had to cross an impeding hill every day to get to his fields. Each day he took a stone in his hands and carried it from the top of the hill to the bottom and placed it alongside previous stones he had carried down the hillside. Asked by a stranger why he did this, he replied, "I'm moving this hill. Not in my lifetime, or my son's lifetime, perhaps, but in time this valley will rise up to meet the hill."

This is how we must view our work at the University; after all, a 120-year-old institution such as ours emerges one stone at a time, building upon the existing stones so carefully placed before us.

"This university is making itself known in Washington, D.C., and across the nation. The leadership of the president, faculty and staff toward quality education and accountability is a tough act to follow and many colleges and universities are looking to this university as a pioneer and leader in the reformation of education."

—former U.S. Secretary of Education Terrel H. Bell in a lecture to NMSU faculty, staff and students

New name, new members, new mission—same vital role in guiding Northeast Missouri State University . . .

House Bill 196, which authorized the new mission, made significant changes in the University's primary governing body. The seven-member Board of Regents has been replaced with a 10-member Board of Governors. The name is unique among Missouri's colleges, as is the makeup of the board: seven Missourians, two nonvoting out-of-state members and one nonvoting student representative. Their first challenge will be to study, evaluate and analyze the appropriate measures that will help Northeast fulfill its liberal arts and sciences mission.

The first Board of Governors at Northeast faces perhaps a bigger challenge than any previous board. The members who will make the crucial decisions for the new University are:

Robert M. Fenlon, president—Mr. Fenlon is an attorney with the law firm of Fenlon, Fenlon and Melahn in Mexico, Mo., and is currently serving as that city's municipal judge.

William Randolph Weber, vice president—Mr. Weber is a partner in the St. Charles, Mo., law firm of Hennegan, Stokes, Moerschel and Weber.

Elmira Baiotto, secretary—Mrs. Baiotto is a registered nurse and taught nursing at Northeast for several years. Since 1979 she has been coordinator of the practical nursing program at the Kirksville Area Vocational-Technical Center.

Dr. Inks Franklin—Dr. Franklin lives in Rocheport, Mo., and is retired from the Missouri State Teachers Association. He also served many years as president of KFAL radio in Fulton and KLEX radio in Lexington.

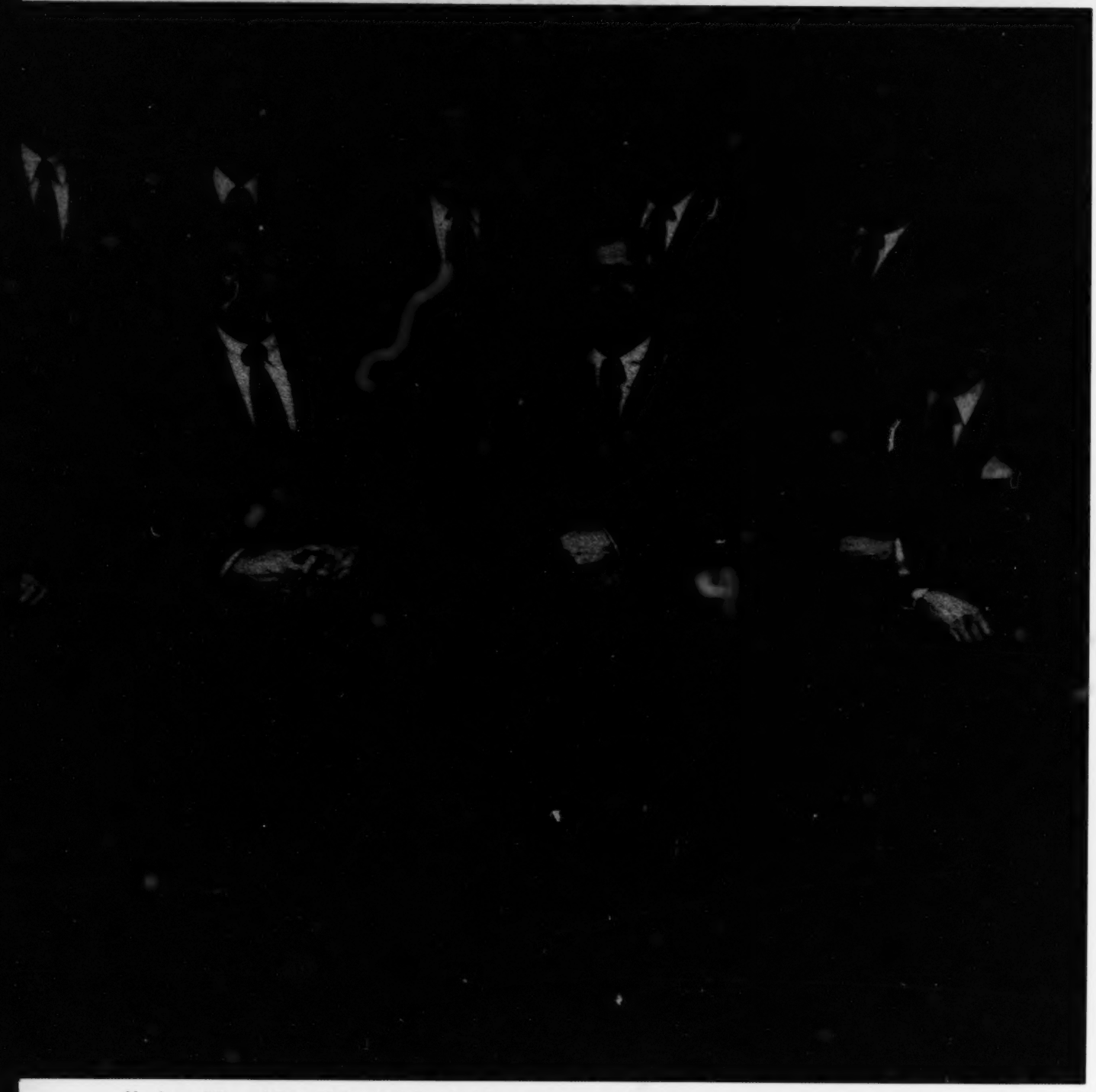
Richard S. Pryor—President and chief executive officer of the Bank of Jacomo in Blue Springs, Mo., Mr. Pryor is a past chairman of the Cottey College Board of Trustees and currently the president-elect of the Missouri Bankers Association.

James F. Conway—Formerly a state representative, state senator and the mayor of St. Louis, Mr. Conway is now president of ACI Plastics, Inc., in St. Louis.

Dr. Frederick Lauer—Dr. Lauer owns Mid America Denture Clinic in Mt. Vernon, Mo., and has been a practicing dentist for more than 25 years.

Ric Brockmeier—The current nonvoting student member is Mr. Brockmeier, a junior from Carrollton, Mo. He is a Pershing Scholar and a mathematics and statistics major.

The two nonvoting members from outside Missouri have yet to be appointed.



Northeast Missouri State University's Board of Governors: (seated) Elmira Baiotto, secretary; William Randolph Weber, vice president; Robert M. Fenlon, president; Dr. Charles J. McClain, president, NMSU; (standing) Ric Brockmeier, student representative; Dr. Inks Franklin; James F. Conway; Richard S. Pryor; Dr. Frederick Lauer

January 1, 1986: HB 196 took effect and Northeast Missouri State University officially became the state's public liberal arts and sciences institution. By January 1, 1987, a year-long study of the curriculum changes necessary to implement the liberal arts mission was completed.

	1985-86 (000's)	*1984-85 (000's)*
Income by Sources		
Tuition, Fees	$ 7,106	$ 6,308
State Appropriations	19,804	16,304
Auxiliary Enterprises	5,768	6,288
Restricted Funds & Other Sources	4,709	4166
	$ 37,387	**$ 33,066**
Expenditures by Classification		
Instruction	$ 15,180	$ 13,021
Research	289	142
Public Service	273	279
Academic Support	3,540	2,565
Student Services	3,104	2,694
Institutional Support	2,767	2,433
Physical Plant and Utilities	2,709	2,342
Student Aid	3,711	3,026
Auxiliary Enterprises	4,510	4,871
Bonds, Fund Balance Increases and transfers to Other Funds	1,304	1,693
	$ 37,387	**$ 33,066**

NORTHEAST
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